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ble the reader who so desires to prosecute his studies further for himself.
P. E. WINTER.

Essays. Von WILHELM WUNDT. Zweite Auflage, mit Zusätzen und Anmerkungen. Leipzig, W. Engelmann, 1906. pp. vi, 440.

The *Essays* of 1885 have long been out of print, and many psychologists must have entertained the hope that their author would some day bring out a new edition of them; an edition enriched, perhaps by the addition of various important articles from the *Philosophische Studien*. The new edition has now appeared, and in a guise which makes the book one of extraordinary interest. Professor Wundt has reprinted the original essays (with the exception of the two on Animal Psychology and on Feeling and Idea) practically without change, and has appended to each essay a postscript—sometimes consisting of a couple of historical or autobiographical paragraphs, sometimes amounting to a new and separate treatment of the subject—expressing his present views upon the topics discussed. We thus have before us, in the words of the preface, "zwei Epochen wissenschaftlichen Denkens in zwei zeitlich getrennten Bildern einander gegenübergestellt." There is, probably, no single volume which better shows the development of psychology during the past twenty years, or which brings home more forcibly to the reader the range and depth of Wundt's influence upon that development.
P. E. WINTER.

The German Universities and University Study. By F. PAULSEN. Authorized translation by F. Thilly and W. W. Elwang. New York, Chas. Scribner's Sons, 1906. pp. xvi, 451.

Professor Paulsen's book on German Universities is, as Professor Thilly puts it in his introduction, "the most satisfactory exposition of university problems and the most helpful practical guide in solving them, that has been published in recent years." And the present translation will, no doubt, satisfactorily replace Hart's "German Universities" for the English-speaking reader; that work, excellent as it is, dates from 1874 and is consequently quite out of date. Professor Paulsen first gives an outline of the historical development of the German university, and discusses the modern organization of the universities and their place in public life; then proceeds to discuss in detail the function of the university teacher and the ideals of university teaching; passes from teacher to student, and from instruction to study; and closes with an account of the particular university faculties. The volume ends with a bibliography, a list of the German universities, and an index of names and subjects.

The translation is for the most part acceptable, if it is by no means brilliant. "Talmi-elegance" is not a word that one would care to see incorporated in the language; and "it would not be dignified to write for such" is not a sentence that one can qualify as even talmi-elegant.

H. E. HOTCHKISS.

A New Interpretation of Herbart's Psychology and Educational Theory through the Philosophy of Leibniz, by JOHN DAVIDSON. William Blackwood and Sons, Edinburgh and London, 1906, pp. 191.

This treatise is, with a few modifications, a thesis accepted by the Senatus of Edinburgh University in 1905 for the degree of Doctor of Philosophy and is, to quote the words of the author, "an attempt to give a general, and, it is believed, a new interpretation of Herbart's psychological and educational theories so as to show the adequacy of his fundamental conceptions to meet at least some of the demands of a science of education. In particular, there is an attempt to show